



# Welchen Beitrag kann der Akkreditierungsprozess für die Qualität der Internationalisierung von Studiengängen leisten: Perspektiven aus der Praxis

Gabriele Abermann  
Hochschule Niederrhein  
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# Qualität im Kontext der Internationalisierung

Was bedeutet in diesem Zusammenhang Qualität für Sie

Wann wissen Sie, dass Sie Qualität erzielt haben?



# Qualität im Kontext der Internationalisierung

ECA definition „fitness for purpose“

*The institution's internationalisation plans ensure the achievement of its internationalisation goals ...they are designed in such a way that achieving the intended internationalisation seems realistic.*

Aerden, A (2017). The Guide to Quality in Internationalization. 2nd Edition. ECA, p. 30.

- WARUM – Motivation für Internationalisierung
- WAS – intendierte und erzielte Lernergebnisse
- WIE – Umsetzung über curriculare Verankerung
- WER – zentrale Rolle der Lehrenden und deren Qualifikation, Commitment aller Stakeholder

# Warum – Motivation für Hochschulen

## THE EAIE BAROMETER

INTERNATIONALISATION IN EUROPE

Second edition

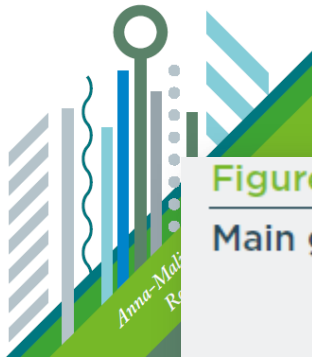
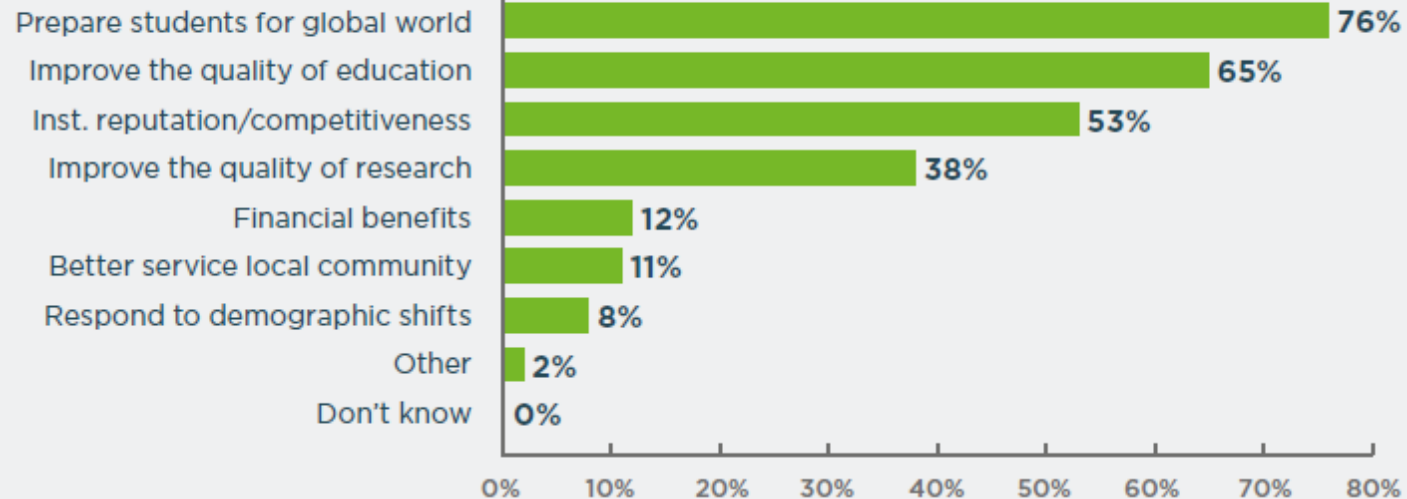


Figure 5

Main goals of internationalisation\* (n=2317)



# WARUM – Charakteristika zukünftiger Arbeitswelten 1

- Agility, adaptability and collaboration to address uncertainty and disruption
- Culture of safety, abundance, importance of risk-taking and innovation
- New leadership mind-set that rewards innovation, experimentation and customer-centric design thinking
- Required skills: negotiation, resilience, systems thinking

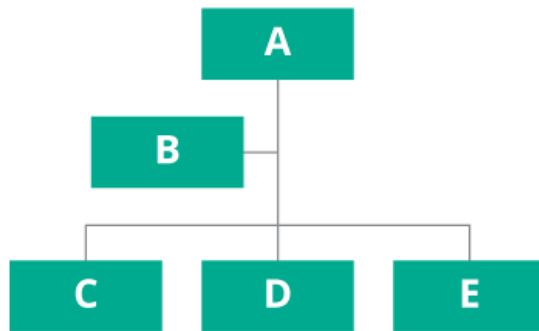
## in 2020

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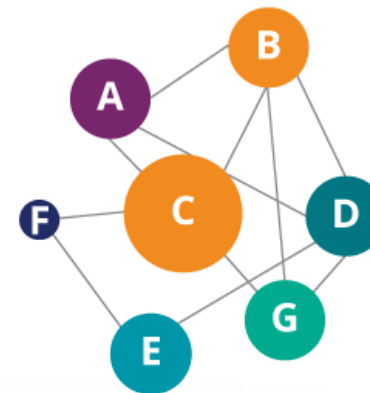
1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

# WARUM – Charakteristika zukünftiger Arbeitswelten 2

How things *were*



How things *are*



How things *work*



- Shared values and culture
- Transparent goals and projects
- Free flow of information and feedback
- People rewarded for their skills and abilities, not position

# WARUM – Erasmus Impact Studie



# WARUM - Skills Gap in International Experience

80 % of Erasmus students  
**thought** they had improved  
their transversal skills

52 % of Erasmus students  
**actually** showed a skills gain

Difference of 28% between subjective perception  
and objective assessment



**MIND THE GAP**

Image source: Pixabay creative commons licence



# WARUM – Mobilität und Entrepreneurial Skills

*By understanding study exchanges as **an instrument to develop entrepreneurial cognition**, universities can improve the effectiveness of their entrepreneurship strategy, e.g. by offering entrepreneurship and business **development classes before or after the exchange experience**. Similar implications can be drawn for entrepreneurs and organizations that seek to improve the entrepreneurial capabilities of their staff.*

# WARUM – Relevanz von Diversität für Unternehmen

McKinsey&Company

## Delivering through Diversity

January 2018

Vivian Hunt  
Sara Prince  
Sundiata Dixon-Fyle  
Lareina Yee

It makes sense that a diverse and inclusive employee base – with a range of approaches and perspectives – would be more competitive in a globalized economy.

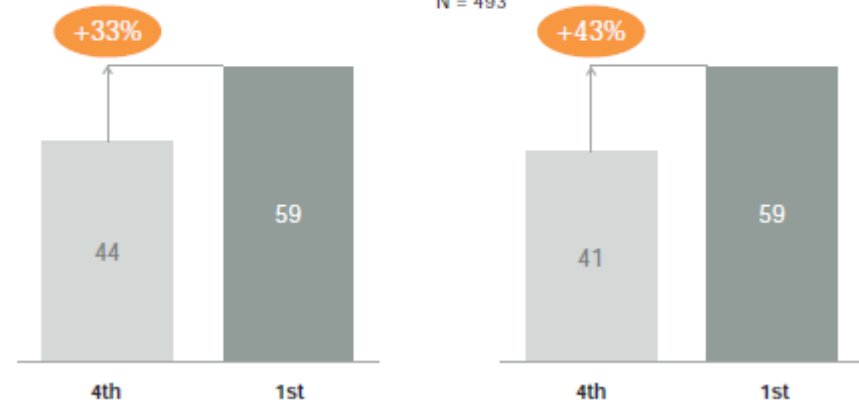
Likelihood of financial performance<sup>1</sup> above national industry median by diversity quartile  
Percent

Executive team  
N = 589

Board of directors  
N = 493

Ethnic/cultural

Profitability



Companies with the most ethnically/culturally diverse boards worldwide are 43% more likely to experience higher profits.

# WAS – Definition und Bedeutung von Internationalisierung

*The **intentional** process of integrating an **international, intercultural** or **global** dimension into the purpose, functions and delivery of post secondary education, in order to enhance the **quality of education and research** for **all students and staff**, and to make a **meaningful contribution to society**.*

# WAS NICHT

*The popularity of the phrase ‘comprehensive internationalisation’ does not reflect widespread reality, however. For most institutions around the world, internationalisation is still characterised by a collection of **fragmented and unrelated activities**.*

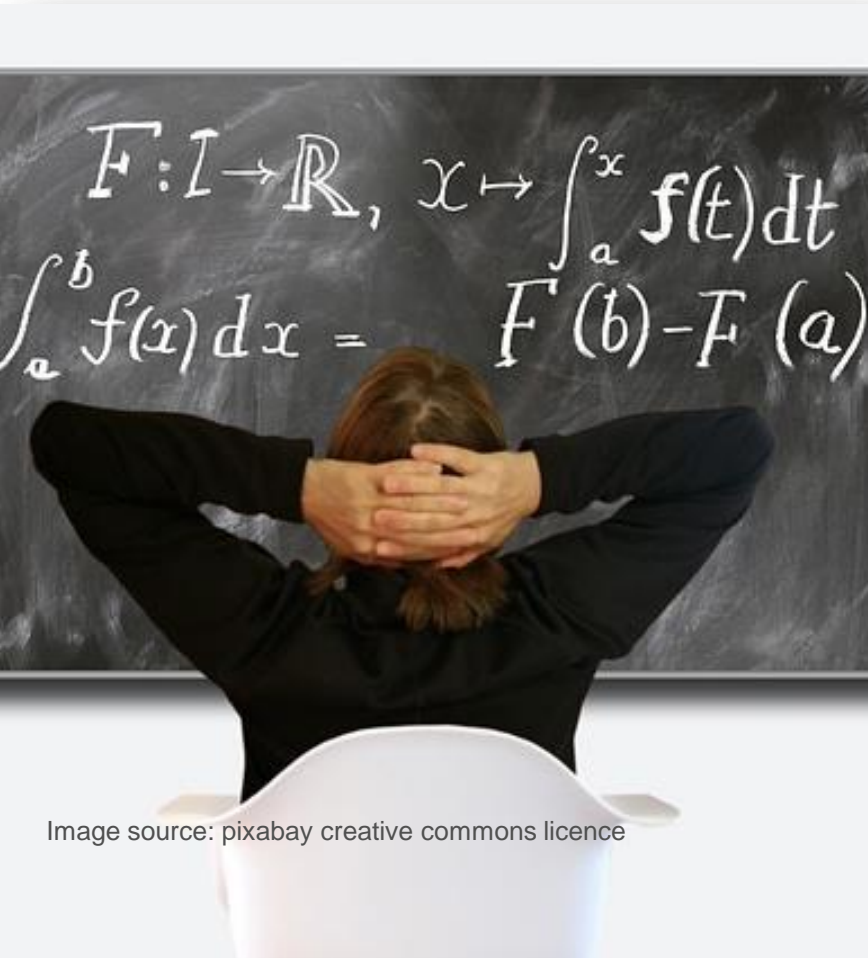
*Who could have forecasted that internationalisation would transform from what has been traditionally considered a process based on values of cooperation, partnership, exchange, mutual benefits and capacity building to one that is increasingly characterised by **competition, commercialisation, self-interest and status building**?*

# WAS – internationale und interkulturelle Lernergebnisse

Was wissen und verstehen die Studierenden bei Abschluss eines Moduls / eines Studiums jetzt (besser)?

Was können sie jetzt (besser) anwenden / umsetzen?

- in das Curriculum integriert und mit Bezug zum Qualifikationsprofil
- Bezug zur Fachdomäne und mit fachspezifischen Kompetenzen verknüpft
- Realistisch und verifizierbar



## Formales Curriculum

- Lernergebnisse auf STGs- / LV-Ebene
- Lernaktivitäten und Beurteilungsmethoden
- LV-Typen und Unterrichtssprache

## Informelles Curriculum

- alle Aktivitäten, die nicht direkt zum Abschluss des Studiums führen: Freifächer, Buddy, Ausflüge, Kultur- und Sportprogramm

## Hidden Curriculum

- Unausgesprochenen Annahmen und Grundhaltungen, die Lernsituation beeinflussen (Notensystem, Deadlines, „Richtiges“ wissenschaftliches Verhalten, Ansprache und Rolle der Lehrenden)

# WIE – Qualitätsinstrumente

## ECTS Users' Guide



## A Guide to Assessing the Quality of Internationalisation

Joel Swinnen

eca

european consortium for accreditation

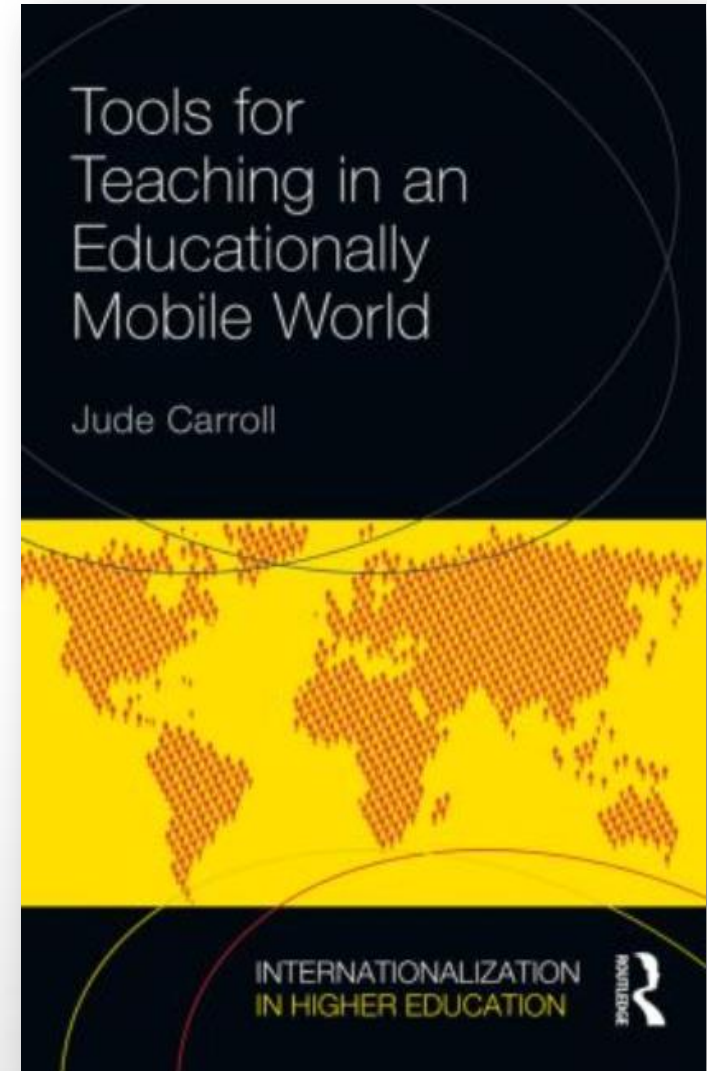
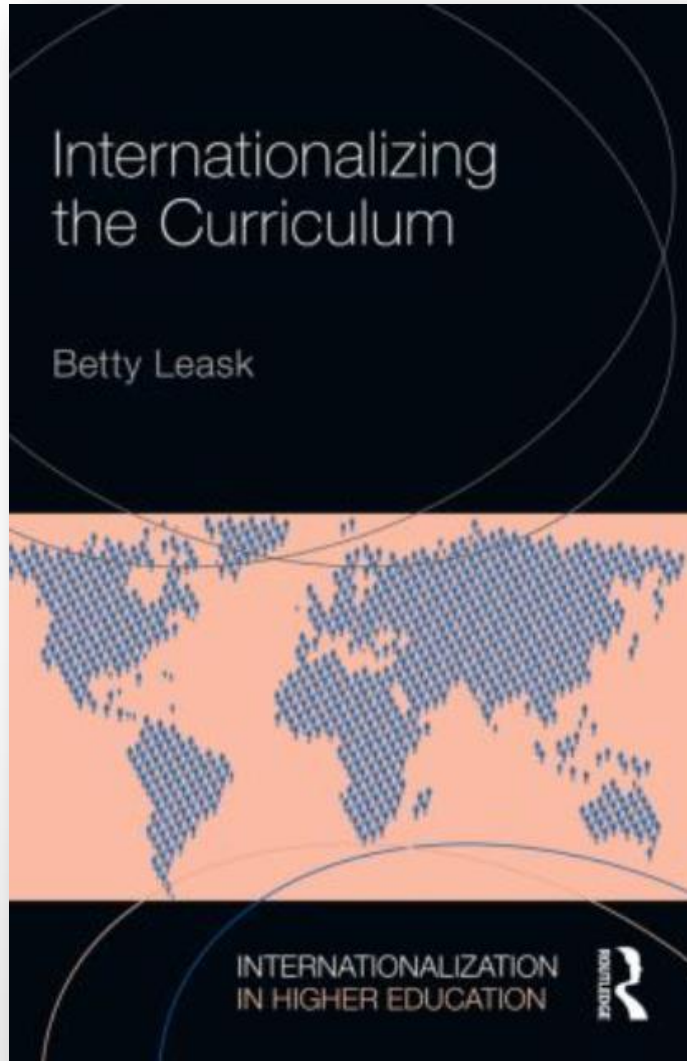
## An introduction to international and intercultural learning outcomes

Axel Aerden

eca

european consortium for accreditation

# WIE – Good Practice Beispiele





# 6 Grundprinzipien (IEAA)



1. Focus on students as learners
2. Respect and adjust for diversity
3. Provide context-specific information and support
4. Good teaching across cultures will enable intercultural dialogue and engagement
5. Be adaptable, flexible and responsive to evidence
6. Prepare students for life in a globalised world

IEAA (2013): Learning and teaching across cultures. Good practice principles and quick guides.

<http://www.ieaa.org.au/documents/item/397>



- Sind die interkulturelle / internationale Lernergebnisse Teil des formalen Curriculums und nicht nur ein Add-on?
- Sind diese so konzipiert, dass ALLE Studierenden davon profitieren? auch LOKALE Studierende?
- Widerspiegelt sich das auch in den Beurteilungsmethoden und –kriterien (z.B. Zusammenarbeit in diversen Teams )
- Sind die Hintergründe der Studierenden und deren Wertvorstellungen bekannt (z.B. Lehr-Lernkulturen) ?
- Sind die sprachlichen Fähigkeiten der Studierenden schriftlich und mündlich bekannt?



- Werden das Wissen und die Erfahrungen ALLER Studierenden produktiv genutzt?
- Werden Aufgabenstellungen und deren Kontextualisierung umfassend erklärt, mit Beispielen belegt und durch schriftliche Dokumentation (zum Nachlesen) oder Videoaufzeichnungen unterstützt?
- Werden die Bedeutung von Beurteilungsmethoden und deren Relevanz für die Note umfassend erklärt und z.B. in Form einer Matrix dargestellt und mit Beispielen belegt?
- Gibt es verschiedene Möglichkeiten Fragen zu stellen (in-class, online-forum, Sprechstunde... und werden die Antworten allen zur Verfügung gestellt (z.B. Sammlung von FAQs?)

# WER – Stakeholder Commitment und Involvement



Academics have the most important role to play in the internationalisation process, as they are key to the curriculum and its delivery. So attention to the professional development of academics in addressing the international and intercultural dimension of the curriculum is needed. They require help to design and assess effective internationalised learning outcomes.

Image source: Beelen, J. (2017). Presentation at DAAD Workshop on Internationalization of Curriculum, Berlin. ...

Hunter, F., Jones, E. & de Wit, H. (2018). The staff who are overlooked in internationalisation. University World News Global Edition, Issue 527 (02 Nov.).

# WER - Relevante Kompetenzen für Lehrende



- Display cultural humility, be culturally self-aware
- Suspend judgement of other cultural norms
- Recognize culture-specific risk factors for students (loss of face, group identity)
- Facilitate multicultural groups (including taking turns, participation, use of silence etc.)
- „Code shift“ between communication styles
- Paraphrase circular or indirect statements for linear and direct group members
- Develop multiple frames of reference for interpreting intercultural situations
- Recognize ethnocentrism in goals, objectives, content, process, media, and course materials, as well as group interaction
- Motivate learners based on their own values
- Deliver programs in a variety of methods

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# WER - Wie können sich Lehrende diese Kompetenzen aneignen?

- Eigene Auslands- bzw. Fremderfahrung
- Weiterbildung (Professional Development)
- Reflexion über eigene Ausgangssituation und Unterrichtsgestaltung
- Eventuell Verwendung eines Assessment Instruments (z.B. Intercultural Development Inventory)
- Peer learning und Peer Erfahrungsaustausch

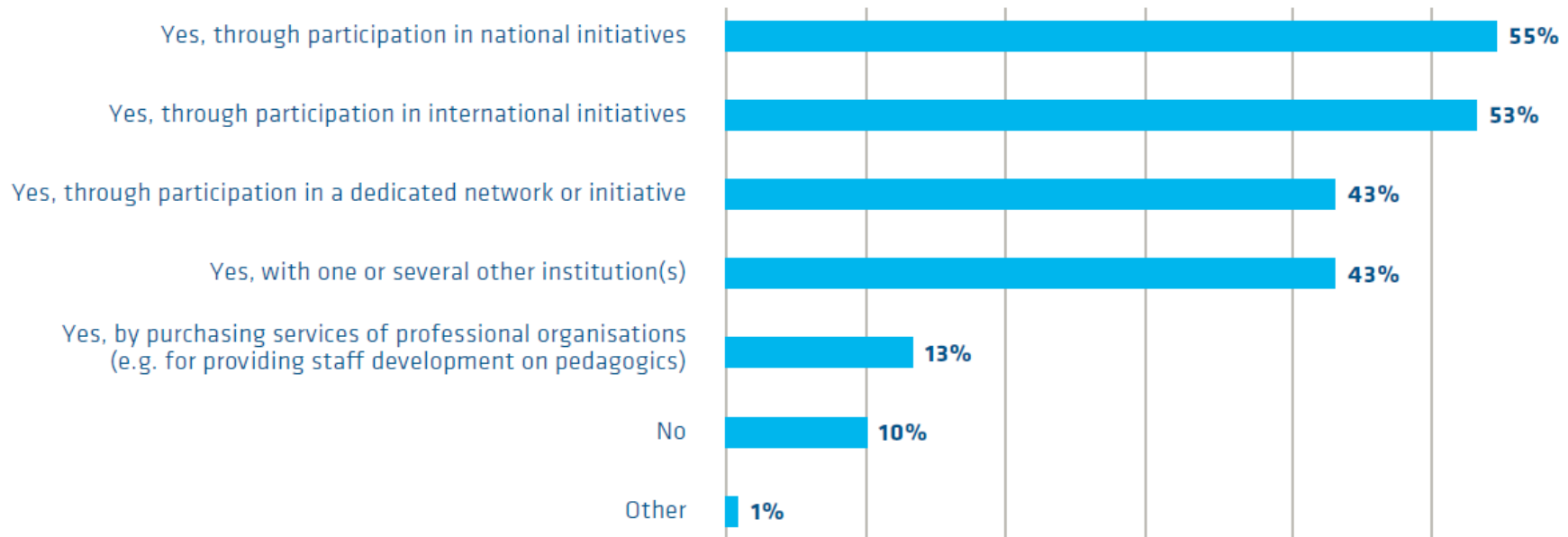


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# WER – Erfahrungsaustausch von Lehrenden

**Fig. 35** Cooperation on teaching enhancement with outside parties

With what outside parties does the institution collaborate on teaching enhancement? (Q. 41; N = 286)



External exchange and collaboration seem to be of vital importance for higher education institutions in order to develop and improve teaching enhancement, and more generally measures to improve learning and teaching. This suggests that European and national funding spent on related project and mobility measures is a good investment, as well as a call for governments and sector organisations to support these developments through soft steering measures.







... oder aktiv die Internationalisierung im Curriculum

mitgestalten zum Nutzen aller

**Danke**